

Textbook Alignment to the Utah Core – 9th Grade Social Studies – Geography for Life

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes X No _____*

Name of Company and Individual Conducting Alignment: Betsy Hildebrand

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☒ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria: Social Studies – Grade 9 – Geography for Life

Title: World Geography and Cultures © 2008 ISBN#: 0-07-874529-2

Publisher: Glencoe/McGraw-Hill

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: Students will understand the world in spatial terms.

Percentage of coverage in the *student and teacher edition* for Standard I: _____ %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____ %

OBJECTIVES & INDICATORS

Coverage in *Student Edition (SE)* and *Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

***Not covered in TE, SE or ancillaries* ✓**

Objective 1.1: Use maps and other geographic tools to acquire information from a spatial perspective.

a. Explain the differences between major types of map projections.

Student Edition:
RA4-RA40, 5-7
Practicing Skills 7
Teacher Wraparound Edition:
CT 6, 7; DI 6; T 5

b. Examine characteristics of maps and globes such as latitude, longitude, great circle routes, cardinal directions, compass rose, legend, scale, relief, grid system, and time zones.

Student Edition:
RA10-RA11, 5, 8-12, 17
Critical Thinking 27 #10
Practicing Skills 9, 11
Teacher Wraparound Edition:
CT 12; IR 1; SP 8, 10; WS 11

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Explain selected map concepts, including rotation, revolution, axis, seasons, solstice, equinox, and the earth/sun relationship of weather patterns.	Student Edition: 51-53, 55 <i>Chart</i> 53 <i>Critical Thinking</i> 53 #4 <i>Main Idea</i> 53 #3 <i>National Geographic</i> 52 Teacher Wraparound Edition: C 53; T 51; WS 52		
d.	Collect and interpret geographic data using maps, charts, population pyramids, cartograms, remote sensing, and Geographic Information Systems (GIS).	Student Edition: RA4-RA40, 5-15, 21, 71-74, 120-127, 190-197, 268-275, 348-353, 412-419, 498-505 <i>Critical Thinking</i> 160 #7 Teacher Wraparound Edition: Ac 14; DI 8; SP 10, 15		
Objective 1.2: Explore the concept of mental maps to organize information about people, places, and environments.				
a.	Define mental mapping.	Student Edition: 17 <i>Thinking Geographically</i> 595 #2 Teacher Wraparound Edition: DI 23; I 289; IR 493; WS 270		
b.	Appraise mental maps, from simple to complex.	Student Edition: <i>Critical Thinking</i> 394 #8, 428 #7 <i>Thinking Geographically</i> 595 #2 <i>Writing About Geography</i> 206, 360, 514, 600 Teacher Wraparound Edition: DI 23; I 289; IR 493; T 55; WS 270		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.3: Analyze the spatial organization of people, places, and environments on the earth's surface.				
a.	Describe the importance and role of location in geographic studies.	Student Edition: 8-9, 17-18 <i>Map Study</i> 17 <i>Practicing Skills</i> 9 Teacher Wraparound Edition: DI 8; HO 8, 17; T 17		
b.	Apply the geographic mode of inquiry (What? Where? How? And So What?) to world regions.	Student Edition: 20-21 <i>Critical Thinking</i> 24 #7 <i>Main Idea</i> 24 #2 <i>National Geographic</i> 21 <i>Writing About Geography</i> 24 Teacher Wraparound Edition: Ac 20		
c.	Evaluate the locational importance of human and natural resources using maps, satellite images, and databases.	Student Edition: 106, 134-135, 359-360, 427-428, 514, 737-738, 838 <i>National Geographic</i> 106-107, 359 Teacher Wraparound Edition: Ac 134; C 514; DI 426; HO 427; T 134; TC 359		
d.	Define absolute and relative location, recognizing political and physical boundaries.	Student Edition: 17-18, 441, 453 <i>Critical Thinking</i> 454 #8 <i>Map Study</i> 17 Teacher Wraparound Edition: HO 17; T 17		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
STANDARD II: Students will understand the human and physical characteristics of places and regions.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Interpret place by its human and physical characteristics.				
a.	Examine human characteristics, including language, religion, population, political and economic systems, and quality of life.	Student Edition: 70-74, 75-79, 100-104, 105-110 <i>National Geographic</i> 73, 76, 77 <i>World Religions</i> 80-98 Teacher Wraparound Edition: CT 78, 83; SP 81; T 72, 101		
b.	. Investigate physical characteristics such as landforms, climates, water cycle, vegetation, and animal life.	Student Edition: 30-33, 34-40, 41-44, 50-53, 54-59, 60-64 <i>National Geographic</i> 32, 36, 37, 56, 57 Teacher Wraparound Edition: DI 33, 35; SP 57; T 42, 51, 61		
c.	Recognize that places change over time.	Student Edition: 34-40, 302, 452-453, 677-679 <i>National Geographic</i> 36, 37, 38-39 <i>Why Geography Matters</i> 136-137, 594-595 Teacher Wraparound Edition: A 137; Ac 37; WS 679		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.2: Assess how people create regions to interpret the earth's surface.				
a.	Recognize how peoples create regions to understand a large, complex, and changing world.	Student Edition: 116-119, 186-189, 264-267, 344-347, 408-411, 494-497, 578-581, 650-653 Teacher Wraparound Edition: CT 579; F 116, 186, 344, 408, 578; RS 118		
b.	Characterize the similarities and differences within and between regions.	Student Edition: 116-119, 186-189, 264-267, 344-347, 408-411, 494-497, 578-581, 650-653 Teacher Wraparound Edition: CT 579; F 116, 186, 344, 408, 578; RS 118		
Objective 2.3: Evaluate how culture and experience influence the way people live in places and regions.				
a.	List and define components of culture; e.g., race, gender roles, education, religion.	Student Edition: 75-79, 148-154, 306-309, 455-459, 616-620, 748-753 <i>World Religions</i> 80-98 Teacher Wraparound Edition: C 459; CT 78; HO 307; SP 76; TS 153		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Explain the effects of cultural diffusion from country to country.	Student Edition: 78, 153, 159, 223, 439, 497, 548, 683, 690, 827 <i>Critical Thinking</i> 79 #4 <i>National Geographic</i> 223 Teacher Wraparound Edition: Ac 302; C 442, 466; DI 77; DYK 78; RS 440		
STANDARD III: Students will understand how physical processes shape the earth's surface.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: Examine the physical processes that shape the earth's surface.				
a.	Examine the role of plate tectonics in shaping the earth's surface.	Student Edition: 35-38, 735 <i>Critical Thinking</i> 47 #9 <i>National Geographic</i> 36, 37 <i>Writing About Geography</i> 40 Teacher Wraparound Edition: Ac 37; DI 36; RS 37, 38; T 735		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Assess the external forces of weathering and erosion.	Student Edition: 39-40, 331, 558, 777, 844 <i>Critical Thinking</i> 40 #6 <i>Extended Response</i> 47 #13 Teacher Wraparound Edition: CT 40		
c.	Explain the factors that combine to shape climatic and vegetation patterns on earth.	Student Edition: 60-64, 207-210, 361-364, 515-518, 667-670, 810 <i>National Geographic</i> 63, 209, 669 Teacher Wraparound Edition: CT 669; SP 61; WS 209, 362, 812		
Objective 3.2: Assess the characteristics and locations of ecosystems.				
a.	Identify the characteristics of ecosystems.	Student Edition: 19, 62-63, 109, 110, 139, 173, 194-195, 207-209, 364, 398, 516-518, 567-568, 638, 812 <i>Why Geography Matters</i> 248-249, 840-841 Teacher Wraparound Edition: HO 131, 143		
b.	Use geographic tools to identify the location and distribution of global ecosystems.	Student Edition: 19, 62-63, 109, 110, 139, 173, 194-195, 207-209, 364, 398, 516-518, 567-568, 638, 812 <i>Why Geography Matters</i> 248-249, 840-841 Teacher Wraparound Edition: HO 131, 143		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Compare regions of the earth with similar physical features, such as semiarid regions in Utah with other semiarid regions of the world.	Student Edition: 60-64, 207-210, 361-364, 515-518, 667-670, 810 <i>National Geographic</i> 63, 209, 669 Teacher Wraparound Edition: CT 669; SP 61; WS 209, 362, 812		
STANDARD IV: Students will understand how human activities shape the earth's surface.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 4.1: Analyze the characteristics, distribution, and migration of human populations on the earth's surface.				
a.	Describe how physical environments provide geographic advantage or disadvantage.	Student Edition: 254, 599-600, 655, 663, 670 <i>Why Geography Matters</i> 136-137, 594-595, 772-773, 777-778 Teacher Wraparound Edition: Ac 38, 39; B 587; C 778; DI 89; F 136; WS 19		
b.	Examine the importance of water to settlement patterns.	Student Edition: 72, 149, 307, 440, 525, 607, 755 <i>National Geographic</i> 308, 439, 607 Teacher Wraparound Edition: DI 440; SP 149, 439		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Explain why people who modify their physical environment in one place cause change in other places.	Student Edition: 53, 109, 176, 332-333, 396, 844-846 Teacher Wraparound Edition: Ac 109; CT 53, 176, 845; SP 396		
d.	Investigate how people adapt to their environment.	Student Edition: 105-111, 254, 599-600, 655, 663, 670 <i>Why Geography Matters</i> 136-137, 594-595, 772-773, 777-778 Teacher Wraparound Edition: Ac 38, 39; B 587; C 778; DI 89; F 136; WS 19		
Objective 4.2: Analyze economic interdependence among regions and countries.				
a.	Examine economic networks, from local to global.	Student Edition: 103-104, 107-109, 242-247, 324-329, 766-771, 836-839 <i>National Geographic</i> 106-107 <i>Why Geography Matters</i> 310-311 <i>Why It Matters</i> 696 Teacher Wraparound Edition: Ac 243; C 104; HO 325		
b.	Assess how nations and cultures are linked through transportation, communication, language, currency, goods, and services.	Student Edition: 170-171, 246-247, 327-328, 477-479, 560-561, 633, 702-703, 839 <i>National Geographic</i> 327 <i>Writing About Geography</i> 171, 247 Teacher Wraparound Edition: CT 326, 633; RS 170, 246, 478, 560		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries ✓</i>
Objective 4.3: Objective 3: Investigate various forms of governance and how they affect peoples and landscapes.				
a.	Compare and contrast political systems within world regions.	Student Edition: 101-102, 158, 229-231, 308, 314, 446, 526-527, 613-614, 750-751, 821 <i>National Geographic</i> 236 Teacher Wraparound Edition: RS 102, 230, 614; T 101		
b.	Determine the role of government in contemporary and historical world issues.	Student Edition: 101-102, 158, 229-231, 308, 314, 446, 526-527, 613-614, 750-751, 821 <i>National Geographic</i> 236 Teacher Wraparound Edition: RS 102, 230, 614; T 101		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
STANDARD V: Students will understand the interaction of physical and human systems.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 5.1: Explore how humans change the environment and how the environment changes humans.				
a.	Evaluate the role of technology in modifying the physical environment.	Student Edition: 43, 53, 109, 125, 253, 326, 477, 559-560, 637, 700-701, 837, 844 <i>Case Study</i> 402-405 <i>Why Geography Matters</i> 304-305 <i>Writing About Geography</i> 53 Teacher Wraparound Edition: Ac 109; CT 53, 637; HO 253; WS 43		
b.	Explain how historical events affect physical and human systems.	Student Edition: 150-152, 229-231, 379-382, 445-446, 531-532, 678-679, 756-757, 819 <i>National Geographic</i> 151 Teacher Wraparound Edition: CT 380, 446; DI 151; DYK 230; RS 532		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Discuss regional issues; e.g., desertification, deforestation, pollution.	Student Edition: 18, 20, 64, 77, 135, 251, 254, 512, 517, 525, 638, 708 <i>Why Geography Matters</i> 248-249 Teacher Wraparound Edition: C 64; CT 251; SP 135		
d.	Predict the potential effect of human modification on the physical environment.	Student Edition: 53, 109, 176, 332-333, 396, 844-846 Teacher Wraparound Edition: Ac 109; CT 53, 176, 845; SP 396		
Objective 5.2: Objective 2: Assess the importance of natural and human resources.				
a.	Describe the roles of natural and human resources in daily life.	Student Edition: 106, 206, 359-360, 475-476, 662, 737-738, 803 <i>Critical Thinking</i> 479 #5 Teacher Wraparound Edition: CT 737; RS 206		
b.	Identify worldwide distribution and use of human and natural resources.	Student Edition: 106, 172-176, 206, 359-360, 475-476, 662, 737-738, 803 <i>Critical Thinking</i> 479 #5 Teacher Wraparound Edition: CT 737; RS 206		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries ✓</i>
c.	Compare and contrast the use of renewable and nonrenewable resources.	Student Edition: 106, 134, 205, 396, 426-428, 483, 514, 665, 707 <i>Main Idea</i> 110 #2 <i>National Geographic</i> 175 Teacher Wraparound Edition: CT 175; DI 397; SP 135; WS 175		
d.	Evaluate the role of energy resources as they are consumed, conserved, and recycled.	Student Edition: 172, 175, 176, 426-428, 514, 665, 707, 709, 805 <i>Critical Thinking</i> 514 #8 <i>National Geographic</i> 175 Teacher Wraparound Edition: CT 175, 426; RS 514; T 707; WS 175		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
STANDARD VI: Students will use geographic knowledge to connect to today's world.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 6.1: Apply geographic concepts to interpret the past.				
a.	Apply an understanding of cultures as an integrated whole including traditions, behavior patterns, and technologies.	Student Edition: 70-74, 75-79, 100-104, 105-110 <i>National Geographic</i> 73, 76, 77 <i>World Religions</i> 80-98 Teacher Wraparound Edition: CT 78, 83; SP 81; T 72, 101		
b.	Explain why and how individuals, groups, and institutions respond to continuity and change.	Student Edition: 150-152, 229-231, 379-382, 445-446, 531-532, 678-679, 756-757, 819 <i>National Geographic</i> 151 Teacher Wraparound Edition: CT 380, 446; DI 151; DYK 230; RS 532		
c.	Relate economic development to the distribution of resources.	Student Edition: 106, 206, 359-360, 475-476, 662, 737-738, 803 <i>Critical Thinking</i> 479 #5 Teacher Wraparound Edition: CT 737; RS 206		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
d.	Recognize that both human choices and natural events have consequences.	Student Edition: 53, 109, 176, 332-333, 396, 844-846 <i>Why Geography Matters</i> 136-137, 594-595, 772-773 Teacher Wraparound Edition: Ac 109; CT 53, 176, 845; SP 396		
Objective 6.2: Objective 2: Apply geographic concepts to interpret the present and plan for the future.				
a.	Examine how the unequal distribution of resources affects economic development.	Student Edition: 106, 134, 205, 396, 426-428, 483, 514, 665, 707 <i>Main Idea</i> 110 #2 <i>National Geographic</i> 175 Teacher Wraparound Edition: CT 175; DI 397; SP 135; WS 175		
b.	Investigate career opportunities available through the application of geography skills and concepts.	Student Edition: 23-24 <i>Main Idea</i> 24 #4 Teacher Wraparound Edition: SP 23		
c.	Participate in community activities respecting the environment and personal property.	The following pages can be used to help students brainstorm ideas for involvement in community activities. Student Edition: 172-176 <i>National Geographic</i> 175		